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ABSTRACT

This report presents a description and evaluation of a workshop to discuss issues in day care. Topics discussed included forms of day care, language acquisition, bilingualism, personality and social development, day care curriculums, and caregiving. Participants in the workshop were the staff of a university-subsidized day care center, parents of children attending the center, faculty and students from the subsidizing university, and local professionals in early childhood education and day care. The participants' evaluation of the workshop, expressed in discussion groups and in responses to questionnaire questions, reflected a need for more communication between parents and staff of the child care center. Students in the university also requested more opportunity to become involved in the planning of content sessions of future workshops. Evaluation results indicated that the workshop achieved the objectives of providing a means of communication between parents and staff of the day care center and the training of students in the conduct of field applications of child development theory and research. (BRT)

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EARLY CHILDHOOD DEVELOPMENT*

A Program Committed to the Study and
Welfare of Young Children and Their Environments

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ASUCLA Child Care Center Workshop

EVALUATION AND DOCUMENTATION REPORT

Ruby Takanishi

and

Christine Chaillé
Laurie Garduque
Beryl Lövaas
Gina Giumarra Pletcher

Report No. 1, July 1974

Department of Education, University of California, Los Angeles

*A NIMH Supported Training Program

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This workshop was supported by Grant USPHS-5-T01-MH-12924 as part of the National Institute of Mental Health Training Program in the Early Childhood Development Specialization, Norma D. Feshbach, Training Director.

Report No. 1, July 1974

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ACKNOWLEDGEMENTS

Special thanks are extended to Professor Elizabeth Prescott of Pacific Oaks College who donated her time to the workshop as part of her research on day care which is funded by The Rosenberg Foundation. Professors Carol Falender, Norma D. Feshbach, Ruby Takanishi, and Janice Laine also gave of their time and served as group discussion leaders.

The following students played a major role in planning and carrying out the workshop: Mary Margaret Brown, Elliott Bubis, Christine Chaillé, Laurie Garduque, Renee Gould, Anthony Harter, Paula Kaplan, Shari Kuchenbecker, Beryl Lövaas, James Miller, John McNichols, Paula Sapon, Joyhope Taylor, Judy Vandergrift, Marijana Weiner, Janice Yee. Professor Carol Falender coordinated the workshop and was assisted in this task by Ms. Patricia Niemann.

Finally, the discussions and resulting suggestings of the ASUCLA Child Care Center staff for the workshop content are gratefully acknowledged.

ASUCLA Child Care Center Workshop

EVALUATION AND DOCUMENTATION REPORT

A Project of the Faculty and Students of
the Early Childhood Development Specialization

OVERVIEW

The Early Childhood Development Specialization, in cooperation with the ASUCLA Child Care Center, presented a workshop on day care programs at UCLA on March 30, 1974. The all-day workshop was the result of a joint planning effort of faculty and students of the Specialization. It represented a model for field experiences in which parents and staff of the Child Care Center could meet and discuss common concerns with students and academicians in early education and day care.

The ASUCLA Child Care Center was one of the major field practicum sites for students in the Specialization. Under the direction of Professor Carol Falender, students worked in the Center during Winter Quarter 1974. At this time, faculty members met with the staff of the Child Care Center to identify topics for a day-long workshop which would be sponsored by the Specialization. A subgroup of the faculty also met with parents for the same purpose. These topics were incorporated into the content of the workshop program. The field practicum students also suggested issues which were important for the day care experience of children based on their work in the center.

THE WORKSHOP

The workshop format was designed to maximize the exchange of ideas regarding child development and day care among the participants. A copy of the final program appears in Appendix 1. Professor Elizabeth Prescott of Pacific Oaks College (Pasadena) presented the keynote address to the participants on "The Right Ingredients in Day Care". Professor Prescott is well-known for her research on the organization, politics and physical environment of day care facilities. Using slides to illustrate her findings, Professor Prescott offered suggestions on what parents should look for in choosing alternatives in day care, and the importance of matching the day care setting to the needs of the individual child. This address provided the participants with a common bases of information on day care and its organizational forms.

Following the keynote address, participants including visiting professionals and faculty from other institutions, attended small group meetings in the morning and the afternoon to discuss special issues in day care. Professor Janice Laine led groups on "Language Development in the Young Child". Issues in language acquisition and bilingualism, especially as they relate to the role of parents and day care staff in aiding language development were discussed. "Problems in Personality and Social Development" was the focus of groups led by Professor Norma Feshbach. The participants discussed more frequently occurring behavior problems in day care settings. Viewpoints on moral development and conflict resolution were exchanged.

Professor Ruby Takanishi focused on "The Child and Its Caregivers". The significance of the human environment which is provided in the home

and in the center was examined. The development of attachment behaviors and the effects of day care experience on young children were also considered. "The Curriculum Workshop" was conducted by Professor Carol Falender. She was assisted by UCLA Early Childhood Development doctoral candidate Elizabeth Ringsmuth, who is also an instructor in Early Childhood Education at California State University, Northridge. Curriculum activities and their uses in fostering child development were introduced while participants engaged in constructing materials for use in the day care setting.

During the buffet lunch, participants browsed at tables which were set up by representatives from educational materials companies. A nutrition and health display was also presented by Mary Margaret Brown, a nurse and doctoral candidate in the Specialization. Day care for children of participating parents was provided by graduate students at the ASUCLA Child Care Center. The graduate students in Early Childhood who worked with the children at the day care center planned the children's activities for the day.

EVALUATION GOALS

This report presents a documentation and evaluation effort of the workshop on the part of a committee of students and faculty within the Specialization. The evaluation had three goals:

1. to obtain information on the workshop participants and their background
2. to document the issues which were raised and discussed in the small group discussions

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3. to obtain information on the participants' evaluation of the workshop

PROCEDURE

The participants. When the participants came to the workshop, they were asked to register for the morning and afternoon small discussion groups. From these sign-up sheets, the number of parents and staff of the Child Care Center as well as of students and other professionals in attendance was ascertained.

Record of small group discussions. Recorders were assigned to each of the morning and afternoon discussion groups. Each of the recorders received a set of instructions for documenting the nature of participation and the issues which were discussed in each group session. The forms and instructions for recorders can be found in Appendix 2.

Participants' evaluation of the workshop. Participants were asked to fill out an evaluation questionnaire prior to leaving the workshop. The questionnaire was designed to tap participants' motivation for attendance, their assessment of the content of the workshop as presented in the keynote address and small discussion groups, and demographic information on each participant. A copy of the questionnaire can be found in Appendix 3.

THE PARTICIPANTS[1]

Invitations to attend the workshop were sent to the parents and

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[1] This information was compiled by Beryl Lövaas.

staff of the Child Care Center, the faculty and students of the Graduate School of Education and of the University, and local professionals in early education and day care (see Appendix 4). Table 1 presents workshop attendance by each of the invited groups.

TABLE 1

Workshop Attendance

Group	Number in Attendance
Center Parents	25
Center Staff	19
Faculty & Students	18
Invited Professionals	7
Total	69

The 25 parents represented 20 families or 27 percent of the families with children enrolled at the Child Care Center. Forty-three percent of the Center staff were in attendance. A possible reason for relatively low attendance on the part of parents was that the Workshop was held on a Saturday during the Spring Quarter break for students, and during a University holiday period for employees. However, due to prior commitments of the participating faculty members, the workshop was held on this day. Attendance at future workshops could be increased by selecting a day when parents and the staff are less likely to be on vacation.

SMALL GROUP DISCUSSIONS[2]

The small group discussions will be described in two ways. First, the distribution of parents, staff, students, and invited professionals in each of the groups will be presented in Table 2. Then, the major issues which were discussed in each group will be presented in summary form. A general summary and recommendations for future workshop discussion groups are presented.

Table 2

Participation in Small Discussion Groups

Discussion Group / Participants	Curriculum Workshop		Personality & Social Development		Child and Its Caregivers		Language Development	
	AM	PM	AM	PM	AM	PM	AM	PM
Parents	6	7	14	8	7	2	6	6
Staff	5	4	9	5	4	7	1	7
Students	5	2	2	2	1	3	4	5
Invited Professionals	1	1	5	9	1	0	0	0
Total	17	14	30	24	13	12	11	18

The small discussion group on Personality and Social Development (Feshbach) drew a majority of the parents and staff who attended the morning and afternoon discussion groups. The staff also were concerned with issues concerning the Child and Its Caregivers (Takanishi). Parents also attended in approximately equal numbers, the Curriculum

[2] This information was compiled by Christine Chaille.

Workshop (Falender), and Language Development (Laine) with their attendance at the Child and Caregivers drawing the smallest number.

A summary of issues which were discussed in each group is presented below.

The Curriculum Workshop

Falender, a.m.

The group discussed these topics in relation to curriculum in the day care center:

1. the need for ideas, specific methods for use both at the center and at home
2. creative use of ordinary materials
3. "curriculum" embedded in child's projects; how does the teacher and parent know what the child is getting out of the experience?

Participants engaged in making curriculum materials which children could do and use in the center. One Specialization graduate student presented Montessori curriculum materials to an interested group.

Participants were described as "active, interested" and absorbed in making curriculum materials. Participation in the discussion was equally distributed with the group leaders (Falender & Ringsmuth) playing a role in stimulating discussion. An invited professional also contributed ideas to the discussion.

Falender, p.m.

Similar issues as in the a.m. group were discussed. However, group participation in discussion was considerably less than in the morning. Participants concentrated on making curriculum materials. The recorder noted "everyone was quiet, quite possibly because they were tired".

Personality and Social Development

Feshbach, a.m.

This group was described as "problem-centered and involved" by the participants. The issues which were discussed included:

1. the need for discipline, comparisons with other countries (e.g., Soviet Union, China)
2. the problem of aggression at the Child Care Center, stimulation vs. discipline, space considerations vs. materials and activities as important in controlling aggression
3. problems of honesty, sharing, attention-getting
4. the need for communication of problems between staff and parents, and for striving for consistency
5. the problem of deciding on values and how to teach them (e.g., modeling)

Feshbach, p.m.

In the afternoon group, the following issues were discussed:

1. temper tantrums and how to deal with them
2. the effects on the child of methods of discipline (e.g., behavior modification as contrasted with physical punishment, the role of the parent versus staff in discipline
3. masturbation, problems of values in deciding when discipline is necessary

The Child and His Caregivers

Takanishi, a.m.

Discussion centered around the issue of consistency in the caretaking role. Parents and staff were hesitant to criticize the current practices

of the Center. There was good dialogue between staff and parents, but the discussion was limited to a few of the participants. The following issues were covered:

1. consistency and continuity of caretaking between the mother and center staff
2. adapting to individual differences of the child
3. the need for communication between staff and parents
4. learning to adapt to necessity for group care on part of mothers
5. attachment and its importance for social and cognitive development

Takanishi, p.m.

The concern of the afternoon group focused on the role of parents in the Child Care Center. The following issues were discussed:

1. What are the functions of a child care center--custodial or developmental?
2. Should parents be required to participate?
3. What are the effects of group care?
4. What should be the roles of the volunteers?
5. What kinds of staff training are needed?

Language Development

Laine, a.m.

Discussion in this group focused on parent concerns and questions. The following issues were discussed:

1. How do children acquire language?
2. How is "reading readiness" measured?
3. When a child comes from a bilingual home, what role should

parents play in emphasizing one or two languages?

1. What are the functions of language?

Laine, p.m.

The issues of returning the bilingual child to his/her native country dominated most of the discussion period even though it directly concerned only two of the 18 participants. In addition, the following items were discussed:

1. attitudes toward bilingualism by parents and staff
2. teachers' reactions to bilingualism in the day care setting

GENERAL SUMMARY OF SMALL GROUP DISCUSSIONS

All groups appeared to have been very successful and to have stimulated considerable discussion and interest. It is interesting to note there was a decrease in discussion in the afternoon groups, possibly because individuals were getting tired. Future workshops could possibly take this into account by arranging for discussion groups to meet in the morning, and activity groups (such as the group led by Carol Falender) to meet in the afternoon, since discussion is less critical in the activity workshops.

In the groups where participation was limited to a few people, the leaders appeared to have handled the discussion well, such that the interests of the group as a whole could be brought out of a limited dialogue. It is most interesting to note how the discussion issues vary depending on whether the group was predominantly composed of staff or parents. For example, in Ruby Takanishi's a.m. group, which was composed of mainly parents, the issues were broader, more in terms of group care

in general; whereas in the p.m. group, with mainly staff members present, the issues tended to be more specific to the caregiving functions of the center.

The major issue to arise out of all of the groups was that of the need for communication between staff and parents, whether it be for discipline reasons or for curriculum ideas. Much discussion centered around this issue, and many expressed ways in which it could be facilitated.

PARTICIPANTS' EVALUATION OF THE WORKSHOP[3]

The "Participants' Experiences" questionnaires were divided into four groups--those filled out by students, faculty, parents, and staff of the Child Care Center. This system was somewhat problematic since it did not allow for overlap between groups, i.e., a parent, who is also a student and similar subgroups which may constitute important groups themselves. However, it was assumed the above categories took precedence over the overlapping groups and the analysis was conducted accordingly. In a few cases where two parents were also staff members, they were classified as parents.

One limitation of the questionnaire was that it was impossible in many cases to ascertain which small group seminars a respondent had attended. There should have been a separate question requesting this information since the small group ranking question was in many cases incomplete or incorrectly filled out. Consequently, we were unable

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[3] Material in this section was compiled by Gina Giumarra Pletcher and Laurie Garduque.

to tap the relevant information on specific small groups, and can only provide global characterizations between the a.m. and p.m. groups. The following results of the questionnaire are based on responses from 67% (N=12) of the students, 64% (N=16) of the parents, and 63% (N=12) of the staff members in attendance. For the ranking questions the mean of the added rankings was used as our index.

Students learned about the workshop from a faculty member. Sign-up sheets and letters were equally effective in informing parents. Staff members indicated being asked to participate by faculty members and center staff and receiving letters from the Specialization (Question I.1). Parents ranked all reasons for attending very similarly, with a small indication that they were most interested in expressing their feelings about the ASUCLA Child Care Center. Students were most concerned with expressing their feelings about the Center. Staff responses indicated that they were most interested in expressing their feelings about the center and learning about child care issues. Both staff and parents comments indicated an interest in getting an "expert's" opinion (Question I.2).

Before coming to the workshop, the parents expected to participate in small groups, whereas staff and students expected both small and large group experiences (Question I.3). One staff member indicated disappointment at not getting the hoped for answers to specific questions which had been her expectation.

In general, the workshop was a satisfactory experience for all the groups. Expectations for the workshop were "met to some extent" (Question I.4). Many parents commented that there was not enough time to discuss all the topics in the seminars and wished they could have participated

in all of the groups. Staff members also commented on the time problem. Some parents and staff seemed to feel that the groups were not structured enough (Question I.4a).

In general, the parents felt that the large group presentation did not fully prepare them with the information needed for a good understanding of the goals of the day, although staff and students perceived the presentation to be related (Question II.1). Parents felt the presentation was incomplete.

The means of parent, student and staff ranking of the value of the small group discussions indicated no apparent differences among the groups. All of the small group means (a.m. and p.m. categories had to be collapsed since so few people filled out this item correctly) were between 1 and 2.3 (Question II.3). Parents were comfortable and felt that everyone was actively involved in the morning and afternoon. Students rated the afternoon groups as being lower in participation. The staff indicated that they felt comfortable although there is some indication that they felt there was less participation in the morning (Question II.4).

Parents were of divided opinion about the degree to which they felt comfortable but they felt they had a chance to ask all of their questions in the afternoon sessions. Students always felt able to ask questions while staff were equally divided in the morning and afternoon with some indication that they felt more able than not to ask questions (Question II.5).

Parents felt strongly that the workshop would be valuable to other parents and people in child care. Staff and student responses were divided between "definitely" and "probably" yes to this question (Question

II.6). Staff, students and parents also felt that the workshop had either probably or definitely given them some new ideas they would like to try (Question II.7). Parents found especially helpful ideas on role-playing, environmental concerns, group-mixing, language, and puppets. Parents were also reassured that their problems as parents were not unique. Staff members found the environmental ideas helpful, along with socio-drama and dealing with separation anxiety (Question II.8). Staff comments also included that there was not enough information on infants (Question II.9).

It was decided that the demographic and work experience information was not important unless it was separately analyzed to assess its relationship with other aspects of the questionnaire. Hence, this analysis was not done. However, it is of interest to note that ten of the 1[illegible] parents who filled out questionnaires had worked as teachers or parent aides. Altogether, ten males and 33 females filled out the forms. Most of the parents had not previously attended a workshop. About half of the students and staff had (Question III.10). The staff members who had previously attended workshops indicated that all topics listed in Question III.11 had been covered (infant care, planning curricula, administration and staffing, and issues in child development).

Staff suggestions for changes for the workshop format were generally concerned with the need for more time to discuss the topics more in depth. They expressed a need for an entire day of small groups dealing with parent/staff relations so that people could share feelings and opinions about the day care center.

Parents also expressed the need for more time to deal with the issues and their problems: they suggested there be ongoing discussion

groups, which could meet once a month to discuss specific topics related to child development. The need for parent training sessions was also mentioned. In summary, the participants' evaluation of the workshop reflected a need for communication between parents and staff of the child care center--a need which was expressed by both groups in the small group discussions and in the questionnaire. Thus the goal of the workshop to provide a common meeting ground for discussion between the parents and staff of the Center and the students and faculty of the Specialization was achieved.

Finally, letters of appreciation from participants indicated that the workshop had contributed to an exchange of ideas among the various University and community groups concerned with day care (see Appendix 5).

RECOMMENDATIONS

One of the purposes of the workshop was to provide students with the training experience of implementing workshops for day care personnel and parents. Thus students were heavily involved in the planning and administrative aspects of carrying out a workshop. In retrospect, a separate systematic evaluation of this training experience should have been conducted among the Specialization students. However, a debriefing meeting for students was held a week following the workshop. At this informal group session, several recommendations and issues for future workshops were suggested. Consequently, the senior author polled the co-authors of this report for recommendations regarding future workshops. These are summarized below:

1. Students in the Specialization should become more involved in

the planning of the content of the workshop in terms of child development and day care. Although the students were heavily involved in the administrative aspects of the workshop (scheduling rooms, planning the luncheon, providing day care for children of the participants), they were less involved in the planning of the small group discussions which were led by faculty members. In future workshops, students could form teams with faculty members around specific topics, and take primary responsibility for planning and implementing small group discussions. This would be an opportunity for students to integrate theory and research with problems of practice, and to consider alternative strategies of communicating such an integration to parents and day care staff.

2. As part of the training experience, students and faculty should jointly prepare brochures and/or information sheets around topics of concern previously identified by parents and staff.

The need for specific information on a variety of child-rearing issues was expressed by parents and staff. Within the format of the one-day workshop, it was not possible for them to attend all of the small group discussions. Thus, the advance preparation of brochures for parents and staff might have contributed to an increased sense of "having learned something" and to sources of reference for future use. Beyond the purposes of the single workshop, these materials could be more widely disseminated to other parents and staff in other centers.

3. In the planning of future workshops, there should be a prior discussion of the goals and functions of the workshops which are conducted by the faculty and students of the Specialization.

The goals and functions of workshops which are conducted as part of a field experience of a program raised a critical issue related to both

the training of students and relationships with field sites. This issue will be articulated here as a potential basis for further discussion within the Specialization. It is also an issue which merits the consideration of other programs which have a common concern for training of individuals who will work with children and their socializing agents and institutions: What functions can a workshop serve in developing and maintaining a mutually beneficial relationship between a training program and a field setting? If, for example, a workshop is designed to create a relationship between a field site and a training program, the format and content might be different from one which was intended to be an informative one. In the former case, the workshop might be structured to identify topics and needs which would be followed up in a series of future workshops. In the latter case, follow-up workshops probably would not take place. Clearly, the function of the workshop interacts with the nature of a specific field situation. Nonetheless, specification of the function of the workshop in relation to the specific field site(s) needs to be articulated by the Specialization as a means of planning a workshop's goals and content in the future.

SUMMARY

The ASUCLA Child Care Center Workshop was conducted as part of a National Institute of Mental Health-funded training program in early childhood development. As the first workshop which was conducted by this Specialization, it achieved the objectives of training students in the conduct of field applications of child development theory and research, and in providing a means of communication between parents and staff of

the Center. The recommendations for future workshops which are based on this first experience indicate that the ASUCLA Child Care Center Workshop contributed to the recognition of the complexity of the training experience and of the linkage between theory and practice.

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Appendix 1

WORKSHOP PROGRAM

WORKSHOP

EARLY CHILDHOOD DEVELOPMENT SPECIALIZATION
ASUCLA CHILD CARE CENTER

Saturday, March 30, 1974

9:30-10:00 COFFEE--1220B Knudsen Hall

10:00-11:00 KEYNOTE PRESENTATION--Ms. Elizabeth Prescott
"The Right Ingredients" A slide lecture reviewing some important dimensions to include in a day care facility

11:00-12:00 SMALL GROUP SEMINARS--Franz Hall

The Child and Its Caretakers
Infant development in relation to caretakers, parents and day care staff. Significance of the physical and human environment. Concerns regarding child rearing (birth to 2½ years). Professor Ruby Knowles

Language Development in the Young Child
Language acquisition in the young child and the effect on the child's relationship with his environment.
Professor Jan Laine

Personality and Social Development
Self-concept, aggressive behavior, moral development, behavior problems. Professor Norma Feshbach

Curriculum Workshop
Make your own puppets, materials supplied. Discussion of uses of creative materials in center and home. Other curriculum issues. Professor Carol Falender

12:00-1:30 LUNCH--Patio Moore Hall, if rain--Student Union Tree House

1:30-3:00 SMALL GROUP SEMINARS--Franz Hall

The Child and Its Caretakers
Expansion of topics discussed in the morning, with emphasis on the 2½ to 5-year old. Professor Knowles

Language Development in the Young Child
Language and classroom learning experiences, bilingualism, delayed language development. Professor Laine

Problems in Personality and Social Development
Temper tantrums, masturbation, effects of TV, conflict resolution: parent/child, child/child, teacher/child.
Professor Feshbach

Curriculum Workshop
Materials to make durable picture books for infants and young children. Discussion of these booklets and other curriculum activities. Professor Falender

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Appendix 2

FORMS AND INSTRUCTIONS FOR SMALL GROUP RECORDERS

March 18, 1974

TO: DISCUSSION GROUP RECORDERS

FROM: Ruby Takanishi Knowles and Christine Chaillé

SUBJECT: Instructions for Recorders

A. Recorders

Folender - Chaillé/Vandegrift

Feshbach - Lövaas/Sapon

Knowles - Kuchenbecker/Gould

Laine - Garduque/Bubis

B. Instructions for Recording in Group Discussions

1. At the beginning of each discussion group, the leader will ask participants to introduce themselves - their names, position, and affiliation, e.g. Elliott Bubis, Student in the Early Childhood Development specialization, GSE.

(See attached memo to group leaders.)

Information for Evaluation: Who are the group members? What is the distribution of roles of members?

RECORD EACH PARTICIPANT'S NAME, POSITION, AND AFFILIATION. A form will be provided for this record.

2. Once the discussion begins, record the following:

Information for Evaluation: Who participates? What is the proportionate participation by role?

a. WHO PARTICIPATES? RECORD THE NAME OF THE PARTICIPANT

Information for Evaluation: What is the content of the discussion? What issues are raised?

b. WHAT IS DISCUSSED? RECORD THE QUESTION OR STATEMENT VERBATIM IF POSSIBLE OR "GIST" OF THE STATEMENT

We would like to be able to identify the issues and topics which are raised in the groups. In order to capture some of the quality of the interaction, try not to use the word "said" in reporting. Some verbs you should try to use:

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Verbs for recording:
- asks question
- answers question
- priases/reinforces
- gives information/presents content
- gives opinion
- criticizes
- clarifies, etc.
- agrees/disagrees
- asks for opinion
- suggests

Information for Evaluation: What patterns of interaction take place in the group? Among which participatnts?

c. TO WHOM? If the question or statement is directed toward a specific person or group of people, e.g. parents, record the target.

THE RECORDING OF THE CONTENT OF THE DISCUSSION SHOULD FOLLOW THE GENERAL STYLE OF THE MINUTES OF A RECORDING SECRETARY.

3. Immediately after the discussion ends, EACH RECORDER WILL MAKE THE FOLLOWING GLOBAL RATINGS AND SUMMARIES OF THE DISCUSSION: (A rating sheet will be provided.)

Group Climate

1	2	3	4	5
group members hostile, uneasy		neutral		group members supportive, receptive

COMMENTS: _____

Interest Level of Participants

1	2	3	4	5
disinterested, very low		average		enthusiastic, very high

COMMENTS: _____
Note if there were shifts in interest during the hour.

Diffuseness of Participation (Check one of the following to characterize the participation in your group):

_____ A few people participated most of the time (N =)

_____ Participation was equally distributed among the group members.

_____ Participation by all members was low.

March 18, 1974

General Comments on Group Process: _____

_____

Note the role played by the group leader; affective (feeling) level of the group.

ASUCLA CHILD CARE CENTER WORKSHOP

RECORDER _____

DISCUSSION GROUP _____ _____ a.m. _____ p.m.

SUMMARY OF DISCUSSION

Group Climate

1	2	3	4	5
group members hostile, uneasy		neutral		group members supportive, receptive

Comments on group climate: _____

_____

Interest Level of Participants

1	2	3	4	5
disinterested, very low		average		enthusiastic, very high

Comments on interest level of participants: _____

_____

_____

NOTE: Were there shifts in interest during the discussion? If possible, describe what factors contributed to shifts in interest?

Diffuseness of Participation

Which of the following characterizes the nature of participation in the group?

_____ A few people participated most of the time (N -).

_____ Participation was equally distributed among the group members.

_____ Participation by all members was low.

Summary of Discussion

General Comments on Group Process: _____

_____

_____

_____

Note: What was the role played by the discussion leader? What was the role played by the Early Childhood Development students in the discussion? How did the parents participate? How did the Center staff participate? What issues tended to be most interesting to the participants?

ASUCLA CHILD CARE CENTER WORKSHOP

Recorder: _____ A.M. Group _____ P.M. Group _____

Discussion Group No. _____

NAME OF PARTICIPANT	POSITION/ROLE	AFFILIATION (if any)

Total No. Participants ____
Parents ____
Staff ____
Students ____
Other ____

Appendix 3

EVALUATION QUESTIONNAIRE

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University of California at Los Angeles
Department of Education

Early Childhood Development Specialization
ASUCLA Child Care Center

WORKSHOP

March 30, 1974

PARTICIPANTS' EXPERIENCES

Today's workshop was a joint effort by the students and faculty of Early Childhood Development in the Department of Education, UCLA. Our purpose was to share with you what we are learning about children and their development, especially in relation to child care settings.

Please help us by responding to the following questions so that we can improve our planning and presentation of future workshops.

Thank you for your participation in today's workshop.

00033

I. BEFORE THE WORKSHOP

I.1 How did you learn about today's workshop?
(Check all that apply)

_____ Sign-up sheets posted in the classrooms at the Center.

_____ I received letters and bulletins about the workshop from the Program.

_____ I was asked to participate by:

_____ Center staff member

_____ Student

_____ Faculty member

_____ Other (Please tell us who contacted you _____).

_____ Other (Please tell us how you learned about the workshop:

_____

_____).

I.2 Why did you attend today's workshop?

(Rank the following answers from 1--MOST IMPORTANT to 6--LEAST IMPORTANT)

_____ To gain information concerning planning, developing and constructing curricula for the day care setting.

_____ To gain information concerning problem behavior of the young child in the Center.

_____ To gain information concerning the influences of the child care center and the home in the development of the young child.

_____ To express feelings about the ASUCLA Child Care Center, its operation, organization, maintenance.

_____ To learn about issues in day care.

_____ Other (Please tell us why you attended the workshop:

_____

_____).

I.3 Before you came to the workshop, in what way did you expect to participate? (Check all those that apply)

_____ Listen to large group lectures.

_____ Participate in small group discussions on specific topics.

_____ Participate in small group discussions to deal with concerns expressed by the group.

_____ Other (Please tell us how you expected to participate:

_____).

I.4 Now that you have participated in the workshop, were your expectations met?

_____ My expectations were met.

_____ My expectations were met to some extent.

_____ My expectations were not met.

1.4.a If you answered "no" or "to some extent" above (I.4), please tell us why your expectations for the workshop were not met:

_____

_____.

II THE WORKSHOP

II.1 Did the large group presentation in the morning provide you with information that gave you a picture of the different "programs" and specific goals of day care settings?

_____ No

_____ Partly

_____ Yes

II.2 If you answered "no" or "partly" in the previous question (II.1), was the presentation:

_____ Incomplete

_____ Too technical

_____ Too concentrated

_____ Unclear

II.3 Of the presentations at which you were present, which were most helpful to you? Please rate on a scale of 1 to 3 (1--Most helpful, 3--Least helpful).

_____ Keynote Speaker

_____ Language Development in the Young Child

_____ A.M. _____ P.M.

_____ The Child and His Caretakers

_____ A.M. _____ P.M.

_____ Curriculum Workshop

_____ A.M. _____ P.M.

_____ Personality Development

_____ A.M. _____ P.M.

II.4 How would you describe the small group discussions? (Check all those that apply)

A.M.	P.M.	
___	___	I felt comfortable in the group.
___	___	Everyone was actively involved.
___	___	Only a few people participated.
___	___	I felt hesitant in contributing to the discussion.

II.5 Did you have a chance to ask all of the questions you wanted in the small group discussions?

A.M.	P.M.	
___	___	Yes
___	___	No

II.6 Do you feel that the workshop would be valuable to other parents and people involved in child care?

_____ No

_____ Probably not

_____ I am uncertain

_____ Probably yes

_____ Definately yes

II.7 Has the workshop given you some new ideas that you would like to try out with your child and/or other children?

_____ No
_____ Probably not
_____ I am uncertain
_____ Probably yes
_____ Definitely yes

II.8 If you answered yes in the previous question (II.7), please tell us which idea(s) you would like to try:

_____
_____
_____

II.9 If the workshop did not give you new ideas to try out, tell us why it did not:

_____
_____
_____

III. PARTICIPANT INFORMATION

III.1 Are you:

____ Male ____ Female

III.2 How old are you:

____ 15-19 ____ 30-34
____ 20-24 ____ 35-39
____ 25-29 ____ Over 40

III.3 Are you a:

____ Parent
____ Staff member
____ Student
____ Faculty
____ Other. Please specify _____.

III.4 Do you have a child in a child care center?

_____ Yes _____ No

III.5 Do you have other children living at home?

_____ Yes (Give their ages _____)

_____ No

III.6 Have you worked in a preschool or child care center?

_____ No _____ Yes

III.7 If you have worked in a preschool or child care center, what did you do?

_____ I was a teacher.

_____ I was a parent aide.

_____ Other (Please tell us what you did _____).

III.8 If you have worked in a preschool or child care center, how long were you involved in the setting?

_____ Less than 1 year

_____ 2 to 5 years

_____ 6 to 10 years

_____ More than 10 years

III.9 If you have worked in a preschool or child care center, with what age group did you work?

_____ 6 months to 2½ years

_____ 2½ years to 5 years

_____ Kindergarten through Grade 3

III.10 Have you previously attended workshops or inservice training dealing with children in child care centers?

_____ Yes _____ No

III.11 If you have attended workshops or inservice training, what topics were covered?

_____ Infant care

_____ Planning preschool curricula

_____ Administration and staffing of child care programs

_____ Issues in child development

_____ Other (Please tell us what topic(s) were covered:

_____

_____).

III.12 Do you have any suggestions for changes in format discussion topics, would you like to see implemented in future workshops?

_____

_____

_____

_____

_____

_____

Appendix 4

INVITATIONS

09049

A. Letter to Parents #1 (with Program)

March 4, 1974

TO: Parents of ASUCLA Child Care Center

Dear Parents:

Day care will be provided from 9:30 A.M. to 3:00 P.M. for children of those attending the March 30th workshop sponsored by the Early Childhood Development Program. Supervised by graduate students from Early Childhood, care will be available to children who attend the center and siblings up to age ten.

In order to better organize our program, we need an accurate count of participating parents and children. We can provide care only while you are at the meetings. Please let your child's teacher know if you will be participating and when (all day, morning only, afternoon only) and the number of children and their ages who will be at the Child Care Center.

If you have any questions, please contact Pat Niemann, Program Coordinator for Early Childhood Development at the Graduate School of Education, 825-2621. Thank you.

Early Childhood Development Program

EARLY CHILDHOOD WORKSHOP

March 30, 1974
Moore Hall, UCLA

9:30 - 10:00 Coffee

10:00- 11:00 Introduction and Speaker

A well-known professional in the area of Early Childhood Eduaction and Daycare. A talk and questions about the goals of Daycare and development of the child.

11:00- 12:00 Small Group Seminars

I. Language and Daycare; The Bilingual Child in the Classroom
Led by Dr. Janice Laine, Department of Education, UCLA,
Professor of Organization of Educational Programs

II. The Efforts of Daycare Upon the Infant and The Child; The Development of Ties and Attachment to Parents and Caretakers.
Led by Dr. Ruby Knowles, Department of Education, UCLA,
Professor of Early Childhood Development

III. Communication Between Parents and Teachers, Teachers and Children, and Parents and Children; Includes Discussion of Children's Aggression, Discipline and Parent Concerns.
Led by Dr. Norma Feshbach, Department of Education, UCLA
Professor of Early Childhood Development

IV. Curriculum and Activity Centers in Daycare; Planning Specific Activities.
Led by Dr. Carol Falender, Department of Education, UCLA,
Professor of Early Childhood Development

12:15 - 1:00 Luncheon Provided

1:00 - 3:00 Afternoon Discussion on Selected Child Development Topics

I. The effects of daycare upon the child and his/her development
Discussion of attachment and psychological development

II. Language and Daycare - the uses and importance of specific language development goals in the preschool

III. Nutrition and health of the child

IV. Discipline and the child's aggression

V. Parent-teacher-child communication

39642

B. Letter to Faculty (with Program)

March 22, 1974

TO: FACULTY MEMBERS, GRADUATE SCHOOL OF EDUCATION

The faculty and students in Early Childhood Development are presenting a workshop with the staff and parents of the ASUCLA Child Care Center on Saturday, March 30, 1974. Enclosed is a copy of the program.

The Specialization cordially invites the faculty of the School of Education to attend. Also, other Specializations may send student representatives to the workshop. However, it is essential if other faculty and students plan to attend the workshop, Mrs. Patricia Niemann, Coordinator of the Early Childhood Development Training Grant be informed as soon as possible. Due to program planning, notification must be made no later than Wednesday, March 27, 1974.

Sincerely,

Norma Feshbach

Norma D. Feshbach, Head
Early Childhood Development

Carol Falender

Carol Falender
Coordinator, Workshop

NDF/pn
Encl.

20043

C. Letter to Parents #2 (with Program)

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO

SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF EDUCATION
LOS ANGELES, CALIFORNIA 90024

March 22, 1974

Dear

You are cordially invited to attend the day care workshop presented by the Early Childhood Development Specialization of the UCLA School of Education. Participants of the workshop will include parents and teachers of the ASUCLA Child Care Center and invited guests. The workshop begins at 9:30 A.M. on Saturday, March 30, 1974.

We are very fortunate in having Ms. Elizabeth Prescott, a leading authority on day care as our keynote speaker. The enclosed program should be helpful in determining which of the morning and afternoon groups you may wish to attend.

Day care will be provided from 9:30 A.M. to 3:00 P.M. for children who are enrolled in the Center. Day care as well as lunch will be provided at no charge to participants. Lunch will be provided for children at the day care center with the exception of infants who should bring necessary morning and afternoon formula.

Please inform your child's teacher if you will be participating and for how long (all day, morning only, afternoon only). This information should be relayed no later than Wednesday, March 27, 1974.

We are looking forward to sharing this workshop day with you and hope you can join us.

Sincerely,

Norma D. Feshbach, Head
Early Childhood Development

Carol Falender
Coordinator, Workshop

NDF/pn
Encl.

D. Letter to Invited Guests (with Program)

UNIVERSITY OF CALIFORNIA, LOS ANGELES

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO — SANTA BARBARA • SANTA CRUZ

DEPARTMENT OF EDUCATION
LOS ANGELES, CALIFORNIA 90024

March 22, 1974

Dear

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We are very fortunate in having Ms. Elizabeth Prescott, a leading authority on day care as our keynote speaker. The enclosed program should be helpful in determining which of the morning and afternoon groups you may wish to attend.

It is critical that if you plan to attend the workshop, Mrs. Patricia Niemann, Coordinator of the Early Childhood Development Training Grant be informed as soon as possible. Due to program planning, notification must be made no later than Wednesday, March 27, 1974. Mrs. Niemann can be reached at (213) 825-2621.

We are looking forward to sharing this workshop day with you and hope you can join us.

Sincerely,

Norma Feshbach

Norma D. Feshbach, Head
Early Childhood Development

Carol Falender

Carol Falender
Coordinator, Workshop

NDF/pn
Encl.

Appendix 5

Letters from Participants

00046

308 Westwood Plaza
Los Angeles, California 90024
(213) 825-5086

child care center
associated students

ucla

April 4, 1974

Dear Dedicated People:

You cannot conceive of the pleasure and the feeling of professional support I personally gained from the March 30th workshop. I know it was a very big job of planning, conducting, and evaluating. I want you all to know it was worth your efforts.

It has seemed logistically impossible to provide meaningful training for all of our staff, including part time students and parent participants. We have a preliminary orientation, regular poorly attended all-Center staff meetings, and occasional workshop discussions. What was gratifying about last Saturday was the attendance of such a good proportion of staff and parents, including their participation in planning and in the evaluation.

It was good to follow the thinking and dialogue in the very good participation in the discussion groups I attended. I have heard many positive responses to the workshop, including the delicious luncheon. I hope the respondents acted on my urging to write you directly.

Please convey our appreciation to Jim Miller and his crew of teachers for their work with the children that day. Bethy asked her mother when her Saturday teachers would come again."They have tc share, don't they?"

Enthusiastically,

Cate Vanderkar

Cate and the ASUCLA Child Care Center

20817

308 Westwood Plaza
Los Angeles, California 90024
(213) 825-5086

child care center
associated students

ucla

April 4, 1974

Dr. Norma Feshback
Department of Education
Moore Hall
Room 305-1

Dear Dr. Feshback:

On behalf of all of us here at the Center, I would like to thank you for your efforts on the Workshop. I have gotten very positive feedback from the parents and the staff. I think they all benefitted from the small group discussions as well as the morning presentation by Liz Prescott.

Please convey our special thanks to Carol Falender and her graduate students. The children who were cared for here at the Center thoroughly enjoyed themselves.

We all hope that your department will look on this as a very sucessful first endeavor and will include us in your plans for any future projects of this kind.

Sincerely,

Alison Wilcox
Administrator

39648

4/1/74

Norma,

I send my congratulations to you and yours staff for a fine workshop. It was an excellent opportunity for me to get a broader perspective of the parents' position.

Thank you for including me. The added gourmet touches were fantastic; however, I am afraid my scales took notice of this indulgence.

Anne Lawrence

April 15, 1974

Dear Norma:

I want to thank you personally for the excellent program you presented from the department of child development in conjunction with the child care center. The presentations and discussions were not only well-planned and stimulating, they had heart. Please thank your students for giving up vacation time to successfully produce the conference and for their enthusiastic interest in and support of the center.

Will we have the good fortune to have more such programs? It is my sincere hope that such a liason emerges and we can look forward to sharing thoughts and developing agendas for the direction of child care on this campus and elsewhere.

All best wishes,

Nancy

Nancy Weiss

P. S. Enclosed is a copy of a survey of the waiting list parents of the child care center I did recently (hastily) for UPC's forthcoming meeting at the end of April to decide what course to recommend to the Chancellor regarding child care on the UCLA campus.